

Grade 2

People in Sunnyside

Math Rubric

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- The following page(s) contain the rubric to be used for the scoring of the above-named NYC Performance Task.
- The rubric is intended to be used in conjunction with the Scoring Guide for this task, which provides annotated samples of student work scored against the rubric.
- If the above-named NYC Performance Task is being administered for evaluative purposes, the End-of-Year task may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.
- All student work should be completed in the task booklet. All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- All scores should be recorded on the appropriate answer sheet.
- For assistance with scanning answer sheets, see the MOSL Assessment Administration Handbook.

	4 Points	3 Points	2 Points	1 Point	0 Points
T1 Trait 1 2.NBT.4 (Q1)				<ul style="list-style-type: none"> The student gives the correct answer, Southside. (An answer of 791 is acceptable.) 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.
T2 Trait 2 2.NBT.4 (Q2)				<ul style="list-style-type: none"> The student gives the correct answer, Eastside. (An answer of 647 is acceptable.) 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.
T3 Trait 3 2.NBT.7 (Q3)			<ul style="list-style-type: none"> The student gives the correct answer, 113 people. ----- and ----- The student shows correct work, such as: $791 - 678 = 113$. 	<ul style="list-style-type: none"> The student gives the correct answer, 113 people, and no work is shown. ----- or ----- A correct process is started, but a computational error leads to incorrect answer. 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.
T4 Trait 4 2.NBT.4 (Q4)	<ul style="list-style-type: none"> The student writes A or 253 between C and 300. ----- and ----- The student writes B or 317 to the right of 300. ----- and ----- The student writes C (or 221 is acceptable) between 200 and A (or 253). ----- and ----- The student gives a correct explanation, such as: "I know that 221 is close to 225 and 225 is halfway between 200 and 250." 	<ul style="list-style-type: none"> The student gives any 3 correct responses. 	<ul style="list-style-type: none"> The student gives any 2 correct responses. 	<ul style="list-style-type: none"> The student gives only 1 correct response. 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.
T5 Trait 5 2.NBT.1 (Q5)			<ul style="list-style-type: none"> The student identifies the correct number from the table and gives the correct answer, 22 groups. ----- and ----- The student gives a correct explanation, such as writing 221 and circling the 2 in the hundreds place and the 2 in the tens place. 	<ul style="list-style-type: none"> The student gives the correct answer, 22 groups, and no work is shown. ----- or ----- The student identifies the wrong number from the table, but gives the correct number of groups with correct explanation for that number. ----- or ----- A correct process is started, but a computational error leads to incorrect answer. 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.

	4 Points	3 Points	2 Points	1 Point	0 Points
T6 Trait 6 2.NBT.1 (Q6)			<ul style="list-style-type: none"> The student identifies the correct number from the table and gives the correct answer, 3 groups. ----- and ----- The student gives a correct explanation, such as writing 317 and circling the 3 in the hundreds place. 	<ul style="list-style-type: none"> The student identifies the correct number from the table, 3 groups, and no work is shown. ----- or ----- The student identifies the wrong number from the table, but gives the correct number of groups with correct explanation for that number. ----- or ----- A correct process is started, but computational error leads to incorrect answer. 	<ul style="list-style-type: none"> Makes no attempt or answers incorrectly.

Level 4 Exceeding Standards 10 - 12 points	Level 3 Meeting Standards 7 - 9 points	Level 2 Approaching Standards 4 - 6 points	Level 1 Attempting Standards 0 - 3 points
<p>Student demonstrates deep understanding of three-digit whole numbers (all questions), their relative magnitudes (Q1, Q2), and their positions on the number line (Q4). Student understands place value and how three-digit numbers represent amounts in the hundreds, tens, and ones (Q5, Q6). Student adds and subtracts within 1,000 (Q3). Student is precise in the three-digit operations of addition and subtraction (Q3). Student makes sense of quantities, compares the relative size of quantities, and represents their positions on the number line (Q1, Q2, Q4).</p>	<p>Student demonstrates understanding of three-digit whole numbers and their relative magnitudes. Student represents three-digit numbers on the number line. Student represents amounts in the hundreds, tens, and ones. Student adds and subtracts within 1,000. Student is usually precise in the three-digit operations of addition and subtraction. Student often makes sense of quantities, comparing the size of quantities and representing their relationships on the number line.</p>	<p>Student is only able to be successful on part of this task. Student is usually able to determine the largest and smallest numbers from a set of three-digit numbers. Student will attempt to calculate addition and subtraction of three-digit whole numbers. Student may struggle with precision in some calculations. Student is often successful in representing three-digit numbers on the number line. Student usually has difficulty comparing the amounts of ones, tens, and hundreds in a three-digit number.</p>	<p>Student demonstrates minimal success on the task. There are some attempts, but complete work is not in evidence. Student is often unsuccessful in determining the largest and smallest three-digit numbers from a set. Student often struggles with the precision of adding and subtracting three-digit numbers. Student may be successful in representing some three-digit numbers on the number line. Student has difficulty comparing the amounts of ones, tens, and hundreds in a three-digit number.</p>
<p>Student's response meets the demands of nearly all of the tasks as defined by the Common Core standards, with few or no errors. The solution shows a deep understanding of the problem (all questions). Student's response addresses all of the mathematical components in the tasks. Student uses efficient strategies that lead directly to a solution (all work shown for all questions). Student verifies the solution and/or evaluates the reasonableness of the solution (Q4d). The communication is clear (all work shown for all questions). All of the steps are included so that the reader does not need to infer how and why decisions are made (all work shown for all questions). Mathematical representation is actively used to communicate the solution to the problem. There is precise and appropriate use of mathematical terminology and notation (all work shown for all questions). Student might notice patterns or structures and make connections between quantities and representations.</p>	<p>Student's response meets the demands of nearly all of the tasks as defined by the Common Core standards, with few errors. For most of the task, student's response shows broad understanding of the problem and the major concepts necessary for a solution. Student explains the problem and describes the solution path. Effective mathematical reasoning is used. There is a sufficiently clear communication to be able to follow reasoning. There is appropriate use of accurate mathematical representation. There is effective use of mathematical terminology and notation. Student makes sense of quantities and their relationships in the problem situations. Student might notice patterns or structures and make connections between quantities and representations.</p>	<p>Student's response shows some of the elements of performance that the tasks demand and some signs of a coherent approach to problem solving as defined by the Common Core standards. Student uses a strategy that is partially useful, leading some of the way to a solution. The solution is not complete. The solution addresses some but not all of the mathematical components in the task. Some evidence of mathematical reasoning is evident. Some parts of the work may be correct. There is an incomplete explanation, or it may not be clearly presented. There is some use of appropriate mathematical representation. There is some use of mathematical terminology and notation that is appropriate to the problem. Student may recognize some patterns or structures, but does not yet generalize or use them to solve the problem.</p>	<p>Student's response shows a few of the elements of performance that the tasks demand as defined by the Common Core standards. However, the misconceptions are substantial and require further instruction. There is no solution, or the solution has no relationship to the task. There is hardly any evidence of a strategy or procedure. There is hardly any evidence of mathematical reasoning. There are many errors in mathematical procedures. Lack of communication makes it difficult to follow student's reasoning, or it is unrelated to the problem. There is no use, or inappropriate use, of mathematical representation, mathematical terminology, and notation. Student is not yet recognizing patterns or the structure of the problem situation.</p>

¹This notation identifies the questions that relate to the holistic rubric criteria.